

Publisher:

Program Title:

Components:

Language:

**California State Board of Education
2003 Foreign Language Primary Adoption
LANGUAGE LEARNING CONTINUUM FORM**

**STAGE II
Grade Level:**

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY			
		Introduced	Practiced	Taught to Mastery	Meets Criterion	Y	N	Evaluator Notes
Continuum Category	Continuum Text							
Function								
	<ul style="list-style-type: none"> • Students make requests. • Students express their needs. 							
	<ul style="list-style-type: none"> • Students understand and express important ideas and some detail. 							
	<ul style="list-style-type: none"> • Students describe and compare. 							
	<ul style="list-style-type: none"> • Students use and understand expressions indicating emotion. 							
Context								
	<ul style="list-style-type: none"> • Students converse in face-to-face social interactions. 							
	<ul style="list-style-type: none"> • Students listen in social interactions and listen to audio or video texts. 							
	<ul style="list-style-type: none"> • Students use authentic materials, such as short narratives, advertisements, tickets, brochures, and other media, when reading. 							
	<ul style="list-style-type: none"> • Students write letters and short guided compositions. 							

PUBLISHER EXEMPLARS				FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion	Evaluator Notes
Text Type	<ul style="list-style-type: none"> Students use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening. Students create simple paragraphs when writing. Students understand important ideas and some details in highly contextualized authentic texts when reading. 					
Content	<ul style="list-style-type: none"> Students understand and convey information about the self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals). Students understand and convey information beyond self (geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel and professions and work). 					

The template for Accuracy is organized differently than other parts of the **Language Learning Continuum**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

Please note: The shaded area of the form is reserved for use by Instructional Materials Advisory Panelists. Publishers fill in the Exemplar column only.

Continuum Category	Continuum Text	Publisher Exemplars		FOR IMAP USE ONLY		
		Meets Criterion		Y	N	Evaluator Notes
Accuracy*						
	• Students demonstrate increasing fluency and control of vocabulary.					
	• Students show no significant pattern of error when performing Stage I functions.					
	• Students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.					
	• Students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions.					

* The purpose of this category is to assess student progress along the Language Learning Continuum.

Stage II